**Grades 6-12 ELA Lesson Plan**

**Unit 1, Task 3, Lessons 3-7 (tentative)**

**Teacher:** J. Collins/Q. Foster **Grade/Course:** 7/ELA **Date:** Quarter 1

**Unit Big Ideas:**

Different authors portray the same historical events or time periods by creatively altering historical facts and characters.

Different authors writing about the same topic shape their presentations of topics by using different structures, focusing on different facts, and portraying events from different perspectives.

It is important to study historical events from multiple perspectives in order to get a clear understanding of how different people and groups viewed particular events based on their role in the event.

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| **Unit Title: Unit 1: Two Sides of Every Story** | | **Corresponding Unit Task: Performance Task 3** |
|  | | **Duration: 5 days (tentative)** |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics?  Why is it important to study historical events from a variety of perspectives? | |
| **Essential Vocabulary** | Compare  Contrast  Author’s Craft (structure)  Fact  Opinion | |
| **Materials/Resources** | Rosa Parks by Rita Dove found in *Holt Elements of Literature First Course* p. 853  Rosa Parks video-Discovery Education  <http://player.discoveryeducation.com/index.cfm?guidAssetId=5D11FDE5-0C2D-4B19-95F3-7FB52EC286DD&blnFromSearch=1&productcode=US>  “It Happened in Montgomery: for Rosa Parks” by Phil W. Petrie found in *Springboard Level 2* p. 291  Video interview of Rosa Parks  <http://achievement.org/autodoc/page/par0int-1>  Rosa Parks photo gallery  <http://achievement.org/autodoc/page/par0gal-1>  Comparing and contrasting  [Venn Diagram for Comparing Contrasting](http://its.guilford.k12.nc.us/act/strategies/venn.htm) | |
| **Activating Strategy/ Bell Ringer** | (refer to day to day plans) | |
| **Balanced Literacy Components Addressed:**   * ~~Reading~~ * ~~Writing~~ * ~~Word Study~~ * ~~Speaking & Listening~~   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  ***Power Standards***  **RL 7.9:** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  **RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  **SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally and explain how the ideas clarify a topic, text, or issue under study.  **L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  ***Supporting Standards***  **W.7.9** **Draw evidence from literary or informational texts to support analysis, reflection**, and research.  **L.7.4. A-D** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  **I Can Statements:**  I can…identify the main ideas and supporting details in texts.  I can…analyze author’s craft and understand its impact on the text.  I can…compare and contrast one text with another.  **Instructional Plan:**  *During task two students read the Rosa Parks Biography by Rita Dove, watched the Discovery Learning video clip about Rosa parks and read the poem, “It Happened in Montgomery: for Rosa Parks” by Phil W. Petrie.*  Task Objective and Performance: Students will create a compare/contrast essay. This essay should include the following with textual support:   * + What are the main ideas and supporting details presented in each text? (Including the video) How do these ideas help to clarify the story of Rosa Parks?   + What key information/facts are portrayed in each text?   + How does each author shape their presentation of Rosa Parks?   + How are the texts similar? How are they different?   + How does each author structure/organize each text? How does the structure/organization contribute to the development of the ideas in each text?   **Day 1:**   1. Activating Prior Knowledge (APK)- Divide the class based on a superficial difference.(i.e., grades, geography, sex) Each group is given an identification card (random distribution) informing them of what group they are in, assigned room location, and rights. (Optional- Students are given wardrobe or signs to wear that identify their low status. They must wear their identification all day and are treated in certain ways by staff depending on their societal status.) 2. Pair-Share Discussion- “Privileged” students pair with “Underprivileged” students to talk about their feelings about their status and the connection to their knowledge of the Civil Rights Movement. (Optional: Teacher informs students of how each group will be treated differently connecting it to the Holocaust and/or Hunger Games- districts vs. capitol.) 3. Regular/Resource Classes-Classes are divided into groups and assigned one question from above to reflect upon and discuss.   AL classes- Students are divided into small groups; station walk; then shuffle or scavenger for further reflection and discussion of each question.   1. Closure:   Ticket out the door – How do you feel about being labeled in this way?  **Day 2:**   1. APK- Students write quick-write based on yesterday’s discussion and experiences. Share as class. 2. Pre-planning🡪 Brainstorm as pairs then class with a three column chart in which the titles are headings and the rows are labeled as follows: main idea, supporting details, author’s craft. 3. Planning🡪Teacher completes a think-aloud with student participation in the completion of a graphic organizer:   *Opening (Thesis, main topic)*  *Body #1 (introduce texts; main idea and supporting details)*  *Body #2 (author’s craft #1)*  *Body #3 (author’s craft #2)*  *Closing (restate thesis; sum up)*   1. Draft #1 opening- Teacher models and performs a think-aloud in the completion of the opening paragraph. Then students complete their opening. 2. Closure: Whole group—Questions about prewriting steps or compare/contrast writing.   **Day 3:**   1. APK- Peer critique of the opening paragraph using a checklist: thesis, main topics, conventions (i.e., spelling, sentence structure) 2. A few students share their paragraphs and peers critique based on checklist, overall understanding, and flow. 3. Teacher models the writing of body paragraph #1 through a think-aloud. 4. Students begin their individual body paragraph #1 as teachers hold writing individual conferences with students. Teachers will discuss the student’s direction in their writing, overall focus, and flow of ideas.   **\*For paragraphs 2 through 5, repeat steps 1-4. After completion of draft 1, students take feedback from peers and teacher and complete final draft.**  **Keep in Mind:**  \*\*Teachers will need to **model** the writing process with students for compare/contrast writing. Teachers should also give students an opportunity to peer edit, conference, and share their work.   * Students should be sure to use grade appropriate academic and domain-specific words and phrases in their essay. * Students should include vocabulary from their vocabulary journal in their essay. * Students should also focus on introduction and development of the topic in their writing as well as use appropriate transitions throughout their work. | |
| **Closing/Summarizing Strategy** | (refer to day to day plans) | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| From their essay, students will be  given  the option to create a Wiki, a poster, a PowerPoint, a skit, or any creative product of their choice, that represents the comparisons discussed in the essay. | * Preview the questions as a brainstorming/think-aloud activity to allow students an opportunity to prepare their thoughts/ideas. * Students can create an essay map to brainstorm ideas. [**http://www.readwritethink.org/files/resources/interactives/essaymap/**](http://www.readwritethink.org/files/resources/interactives/essaymap/)   Provide sentence starters to guide the comparison/contrast thought/writing process. | *Essay* –The teacher will conference with the students to create an [essay map](http://www.readwritethink.org/files/resources/interactives/essaymap/) on the key information provided in each text and other similarities or differences the student may have observed. The student will use the information in the foldable to complete this task.  [**http://www.readwritethink.org/files/resources/interactives/essaymap/**](http://www.readwritethink.org/files/resources/interactives/essaymap/) |
| **Assessment(s)** | Writing conferences, student sharing, peer editing, final product | | |
| **Reflection** | **Teacher Reflection:**  What could have enhanced the lesson?  What could have been done differently? | | |